1 ANNUAL PROGRAM EVALUATION and CONTINUOUS IMPROVEMENT

September 2004

² Purpose for the Model and Guide

- Provide a tool that is process driven (will be available on the web)
- Combines program evaluation with improvement planning
- Meets the MSIP and special education compliance requirements for program evaluation
- Use the results by implementing effective practices for improvement planning

3 Contents of the Packet

- Annual Program Evaluation Model and Guide (BLUE)
 - ☐ Guidelines and components for conducting an annual program evaluation
- Special Resource Section (GREEN)
 - ☐ Data drill down process examples
 - ☐ Listings of data for consideration
 - □ Questions to consider
 - □ District case studies
- District Example for Annual Program Evaluation (YELLOW)
- District Example of Graphing Templates and Data Drill Down (IVORY)

4 Continuous Improvement Cycle

5 Why Evaluate Programs?

- 1 Required by
 - Missouri School Improvement Program
 - Missouri State Plan for Special Education and Compliance Standards and Indicators

Necessary to

- Thoughtfully plan for program improvement
- Report out to boards of education and the public

6 Special Education Compliance Requirement for Annual Program Evaluation

- Compliance Standards and Indicators Document A
 - □ **Standard 102100** Program evaluation results:
 - Results from the agency's annual evaluation of its special education program are documented
 - The evaluation, at a minimum, addresses the agency's performance on each of the State's performance goals for children with a disability

⁷ Program Goals

School Entry

A. Increasing school readiness

Student Achievement

- B. Increasing proficient readers
- c. Increasing MAP performance

Transition

- D. Increasing graduation rates
- E. Decreasing dropout rates
- F. Consistent vocational participation rates
- G. Increasing employment/continuing ed post-vocational training
- н. Increasing employment/continuing ed post-secondary

8 Conducting an

Annual Program Evaluation

- Program Description
 - ☐ A1 Team Members and Dates
 - □ A2 Type of Program
 - □ A3 Program History□ A4 Grade Levels
 - □ A4 Grade Levels□ A5 Number of Employees
 - ☐ A6 Personnel Responsible for Data Collection/Reporting
- Program Evaluation
 - ☐ B1 Program Goals
 - □ B2 Program Objectives
 - ☐ B3 Evaluation Criteria/Procedures/Data Analysis
 - □ B4 Cost Analysis
 - □ B5 Strengths/Effectiveness of Program
 - □ B6 Concerns Regarding Program
 - ☐ B7 Recommendations to Achieve Goals
 - ☐ B8 Action to be Taken

9 Program Description (Components A1-A6)

- Provides context for appropriately evaluating data relative to program goals
- Contains background and demographic information about the program

10 Program Evaluation (Components B1-B8)

- States the program's goals and objectives
- Evaluates progress
- Identifies strengths and concerns
- Defines actions to be taken

11 Program Goals (Component B1)

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12 Program Objectives (Component B2)

- Need to be measurable targets and benchmarks
- May already be established. Are they still appropriate?
- May be established for all students. Are they also appropriate for students with disabilities?
- May not be defined at all. Use the program evaluation process to establish.

13 Evaluation Procedures/

Criteria/Data Analysis (Component B3)

- WHAT
 - ☐ Step 1: Collect data needed to evaluate program goal (see Listings of Data for Consideration)
 - Demographics
 - Student learning
 - School processes

- Perceptions
- ☐ Step 2: Examine data (see Questions to Facilitate Thinking...)
- ☐ Step 3: Consider compliance implications and identify concerns

14 Evaluation Procedures/

Criteria/Data Analysis (Component B3)

- WHY
 - □ Step 4: Identify other measures/questions to consider (see Listings of Data for Consideration)
 - □ Step 5: Drill down data, analyze and consider implications (see Questions to Facilitate Thinking...)
 - □ Step 6: Identify gaps/additional information needed
 - □ Step 7: Determine conclusions

■ Reading Example

Drill Down Process

16 Why is the math book sad?

It has a lot of problems!

AND

Everybody is focusing on reading!

- Step 1 Gather Data from Multiple Sources
- Step 2 Examine Data and Consider What to Look For
- 19 Step 2 Continued
- 20 Step 2 Continued
- 21 Step 2 Continued
- 22 Step 2 Continued
- 23 Step 3 Consider Compliance Implications and Identify Concerns
 - District Communication Arts results are not meeting the minimum acceptable levels for compliance
 - AYP Communication Arts:
 - $\hfill\square$ Met for all students for 2002 & 03, Not met in 2004
 - □ Not met for students with disabilities in all years
 - Concerns:
 - ☐ Oral accommodations in third grade are increasing
 - □ Performance for IEP students in district is below state
 - □ District scores are getting worse
 - □ Reading proficiency differs greatly by buildings
- 24 Step 4 Identify Other Measures and Questions to Consider

- 25 Step 5 Drill Down the Data for Analysis
- 26 Step 5 Continued
- 27 Step 5 Continued
 - Reading performance disaggregated by teachers with and without professional development in reading instruction
 - Reading performance by instruction delivery methods
 - Reading performance/progress by attendance
- 28 WHY?



WHY?

WHY?

WHY?

- 29 Step 6 Identify Gaps/Additional Info Needed to Form a Conclusion
 - Deficit skill areas by building and grade level for students with disabilities
 - How assessment was administered in each building
 - Why building results are so different
- 30 THEN A MIRACLE OCCURS....
- 31 Step 7 Determine Conclusions from the Analysis of the Data (Steps 1-6)
 - Those students demonstrating progress had a commitment to learning to read while those who made little progress had attendance issues and were not motivated to learn
 - Teacher surveys suggest that oral accommodations were not used consistently throughout the school year as well as for the MAP
 - Decisions about reading instruction delivery, professional development and LRE were not always resulting in each student getting the best instruction possible
- 32 Evaluation Procedures/Criteria/

Data Analysis (B3)

- Summarize drill-down analyses and graphing templates into Component B3 in a way that is meaningful and useful to your audiences
- Address each Performance Goal to the degree necessary
- Could also refer back to the drill-down analysis and graphing templates
- 33 The Rest of the Story
 - Components B4-B8
 - □ Cost Analysis
 - □ Strengths/Effectiveness
 - □ Concerns

- □ Recommendations to Achieve Goals
- □Action to be Taken
- 34 Action Plan
- ³⁵ In Summary....
 - We have walked through a process that brings together **program evaluation** and **improvement planning**
 - □ Identify programs goals and objectives
 - □ Analyze/evaluate the data
 - ☐ Use the analysis to plan for improvement
- 36 Resources on www.dese.mo.gov/divspeced
 - Fillable Forms
 - Special Education Consultants at RPDCs
 - Division Staff

THANK YOU!